Tips & Reminders for Administering the Primary Numeracy Assessment

Use the **Student Numeracy Profile - Counting & Numeral Identification** to record/determine the tested level for the following sections of the assessment:

- Place a ✔ when answered correctly and an "**X**" when incorrect.

Forward Counting

- If the student gives an incorrect answer, STOP and go to Backward Counting.
- In order to test at Level C, the student must answer **all 3** questions correctly.

Backward Counting

- If the student gives an incorrect answer, STOP and go to the Addition & Subtraction section.
- In order to test at Level C, the student must answer **both** questions correctly.

Addition & Subtraction Conceptual Strategies

- Use the student page with the addition/subtraction problems located at the end of the assessment packet.
- Addition & Subtraction is the only part of the assessment where you **do not stop** when a student gives an incorrect answer. Instead, complete the entire section.
- The strategy the student uses **&** his/her accuracy are both taken into account when scoring.
- If the student shows multiple levels, the lowest "level" is the tested level.
    - Ex.: If the student used "counting on" and "drops back" strategies during the assessment, the tested level is Level A because he/she utilized the drops back strategy.
- Remember to use the assessment scoring section of **"Addition & Subtraction"** along with the **"Student Numeracy Profile: Counting & Numeral Identification"** to determine the student's level.
- **Please note when beginning instruction on addition and/or subtraction:**
    - If a student tests at **Level A,** you start **instruction with Level A materials** because **Level A** is not a measure of mastery of a task, but rather a starting point of a low level of thinking. The goal is to strengthen the foundation so the student will begin to count on.
    - If a student tests at **Level B,** you **start instruction at Level B** because Level B shows a partial understanding of the concept of counting on. The goal is to fill in the gaps so the student can not only count on, but count on accurately. After completing Level B instruction, proceed to Level C.
    - If a student tests at **Level C**, he/she can successfully count on / count back and has full mastery of the skill being measured. You would immediately **begin instruction on Level D.** (IF you continue to work on Level C, it will reinforce counting by ones as a permanent strategy.)

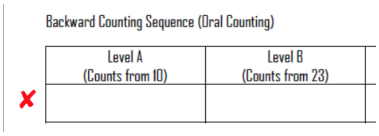
Counting By Tens:

- If the student gives an incorrect answer, STOP and go to the Numeral Identification section.
- In order to test at Level C, the student must answer **both** questions correctly.

Numeral Identification:

- Option: Make an extra copy of the Numeral Identification assessment page for student viewing.
- If the student gives an incorrect answer, STOP.

****If the student is not able to test at Level A on the above assessments, place an "X" next to or in the Level A box on the profile sheet to indicate he/she was unable to do Level A.****



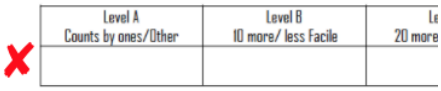
You will use the second page of the student profile, **Student Numeracy Profile - Place Value and Part/Whole Relationship**, for the remainder of the assessment.

Place Value: Split Counting by 100's, 10's & 1's

- Use the student page with coins from the assessment packet.
- Must score 100% to test at level (e.g., Level B = **All** 3 questions correct)
- If the student gives an incorrect answer, STOP and go to Place Value: Adding/Subtracting Base Ten.

Place Value: Adding/Subtracting a Base Ten

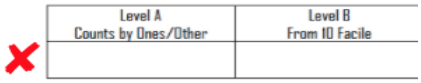
- Score **Facile** if the student uses place value understanding to easily answer the question.
- Score **Other** if the student counts by ones to determine the answer **or** incorrectly answers the question.
- Must score Facile on all questions and 100% to be at level
- If not able to test at Level B, use the student response to determine the level as follows:
  - If the student counted by 1's **and** got the correct answer, place a checkmark in Level A.
  - If the student counted by 1's but **did not** get the correct answer **or** was unable to answer the question correctly, place an "X" next to or in the Level A box on the student profile sheet.



- If the student gives an incorrect answer, STOP and go to Place Value: Adding from a Base Ten.

Place Value: Adding from a Base Ten

- Score **Facile** if the student uses place value understanding to easily answer the question.
- Score **Other** if the student counts by ones to determine the answer **or** incorrectly answers the question.
- Must score Facile on all questions and 100% to be at level
- If not able to test at Level B, use the student response to determine the level as follows:
  - If the student counted by 1's **and** got the correct answer, place a checkmark in Level A.
  - If the student counted by 1's but **did not** get the correct answer **or** was unable to answer the question correctly, place an "X" next to or in the Level A box on the student profile sheet.

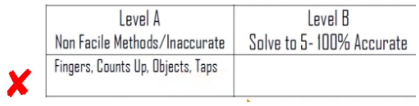


- If the student gives an incorrect answer, STOP and go to Part/Whole: Missing Number.

Part Whole: Missing Number

- Make an extra copy of your assessment page **or** print from teleconference materials(17-20)
- You can read the problem to the student (e.g., “2 plus what is 5?”) or say “What number goes in this box?”
- Just like in the Addition/Subtraction section, mark the strategy used to solve each problem. (Drops Back/Objects, Counts On, Facile/Flexible = automatic/just know)
- Mark **Other** if the student incorrectly answers the question.
- Ask questions 1-4 for Part/Whole equations equal to 5.
    - The student must test **100% & Facile/Flexible** on all 4 questions to move to the Part/Whole equations equal to 10. If not, go to Partitioning Numbers.
    - Repeat the same process for Part/Whole equations equal to 10. If the student tests **100% & Facile/Flexible** on all 4 questions, move to Part/Whole equations equal to 20. Otherwise, STOP and go to Partitioning Numbers.

- If not able to test at Part/Whole equations equal to 5 (Level B), use the student response to determine the level as follows:
    - If the student used his/her fingers, objects or counted up **and** got the correct answer, place a checkmark in Level A.
    - If the student used his/her fingers, objects or counted up but **did not** get the correct answer, place an “X” next to or in the Level A box on the student profile sheet.



Part Whole: Partitioning Numbers

- The student needs a pencil & a sheet of paper for this section.
- Note how the student lists/comes up with equations equal to 12.
    - Random/Counts Up, Partial Structure or Knowledge of Structure
- Match the type of responses to a level on the profile sheet.
- Random/Counts Up is either Level A (Inaccurate) **or** Level B (Accurate)